



# STUDY OF TEACHER EFFICACY OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR TEACHING COMPETENCY

PARMJOT KAUR

Assistant Professor, Dav College Of Education For Women, Amritsar.

## ABSTRACT

Present study focuses on teacher efficacy of secondary school teachers and its relation with teaching competency. This study was carried out in rural and urban secondary school teachers. Data was collected mainly through questionnaire. Teacher Efficacy Scale (TES) by Kumar and General Teaching Competency Scale (GTCS) by Passi and Lalitha were used respectively. Sample of 200 urban and rural secondary school teachers were randomly selected for collecting data. This study demonstrated that there is a relationship between teacher efficacy and teaching competency. This study also revealed that there is significant difference between rural and urban secondary school teachers.

## INTRODUCTION

Teacher efficacy or teaching efficacy is defined as teachers' belief in their ability to bring about positive educational outcomes in the children they teach. Moreover teacher efficacy has been positively associated with academic achievements in students. Teacher efficacy is considered a future-oriented motivational construct that reflects teachers' competence beliefs for teaching tasks. The construct of teacher efficacy has become a pillar in the research on teachers' beliefs teaching efficacy emerged mainly from self efficacy, a construct derived from Bandura's social cognitive theory (SCT). General teaching efficacy (GTE) and personal teaching efficacy (PTE) have been identified. General teaching efficacy is defined as the belief that teaching can impact student learning in spite of external constraints, and PTE as a teacher's perceived ability to positively impact student learning. Other types of teacher efficacy include subject teaching efficacy and collective teaching efficacy.

Regarding teacher behaviors, efficacious teachers take challenges and persist with struggling students. They are more likely to agree that a low SES student should be placed in a regular education setting and less likely to refer students for special education (Meijer & Foster, 1988; Podell & Soodak, 1993; Soodak & Podell, 1993). Teachers with high efficacy tend to experiment with methods of instruction, seek improved teaching methods, and experiment with instructional materials.

Teachers with a strong sense of efficacy are equipped with number of characteristics. The characteristics are:

- They tend to exhibit greater levels of planning and organization;
- They are more open to new ideas and are more willing to experiment with new methods to better meet the needs of their students;
- They are more persistent and resilient when things do not go smoothly;
- They are less critical of students when they make errors;
- They are less inclined to refer a difficult student to special education.

An important factor in the determination of a teacher's sense of efficacy is not only experience, but also performance and accomplishments of tasks. Hoy (2000) suggests that "some of the most powerful influences on the development of teacher efficacy are mastery experiences during student teaching and the induction year.

Following are the factors that can help in long term development of a teacher's sense of efficacy.

### • Vicarious Experiences:

A teacher may feel more confident while observing another teacher using a particularly effective practice and through its use, she could be more successful in reaching her students.

### • Social persuasion:

In a school setting, this could take the form of either pep talks or feedback that highlights effective teaching behaviors while providing constructive and specific suggestions for ways to improve. However, such "persuasion" is likely to lose its positive impact if subsequent teacher experiences are not positive.

Teacher efficacy has been found to be one of the important variables consistently related to positive teaching behavior and student outcomes (Woolfolk & Hoy,

1990; Henson, 2001). Students generally love to learn more from teachers with high self-efficacy than those with low self-efficacy. Many studies have shown the importance of teacher efficacy in teaching-learning process.

1. The literature shows that there is a positive correlation between teacher efficacy and positive student outcomes.
2. Teacher with high efficacy exhibits less stress, higher internal locus control and used solution oriented conflict message strategies than low efficacy teachers.
3. High teacher efficacy has also linked with overall school effectiveness.
4. It has also been positively associated with factors related to reform – oriented education, including greater use of hands on teaching method and a more humanistic classroom control orientation (Rosoff & Hoy, 1990).
5. High personal teaching efficacy correlated with reading achievement and with achievement in language and Teacher Efficacy Beliefs mathematics (Tracz & Gibson, 1986).
6. Teacher efficacy is predictive of achievement. It is also related to students' own sense of efficacy (Anderson et al., 1988) and student motivation (Midgley, Feldlaufer, & Eccles, 1989).
7. Teacher efficacy can help teachers think about the ways in which they approach tasks in their classrooms including how accurate they are in identifying the challenge level of tasks and the extent to which they try to break down complex, challenging tasks into something more manageable. They can find out the ways in which they attempt to structure their teaching tasks (e.g. selecting activities, employing new strategies/methods) in such a way that allows them to both grow professionally and feel competent.

## Teaching Competency

There are a large number of instructional and related activities to be performed by the teacher inside and outside the classroom. These activities are of varied types. The effective organization of these activities require a teacher must be possesses a certain amount of knowledge and also certain attitudes and skills. This is known as teaching competence. In other words, teacher competence refers to "the right way of conveying units of knowledge, application and skills to students". The right way here includes knowledge of content, processes, methods and means of conveying content.

Teaching competencies are thus complex combinations of knowledge, skills, understanding, values and attitudes, leading to effective action in situation. Since teaching is much more than a task, and involves values or assumptions concerning education, learning and society, the concept of teacher competences may resonate differently in different national contexts. A competency is a pattern of thinking, feeling, acting or speaking that causes a person to be successful in a specific job or role. The knowledge, skills and commitment of teachers, as well as the quality of school leadership, are the most important factors in achieving high quality educational outcomes. For this reason, it is essential to ensure that those recruited to teaching and school leadership posts are of the highest caliber and well-suited to the tasks they have to fulfill great care and attention should be devoted to defining the required profile of prospective teachers and school leaders, to selecting them and preparing them to fulfill their tasks (European Union 2009).

Teachers' competency appears to be a significant contributor to school effectiveness. As suggested by Ornstein (1991), effective teachers are those with high competency in knowledge and skills. Wilson, Shulman and Richet (1987) note that teachers' profound knowledge in curriculum content and pedagogy enhance students' performance. Medley (1982) states that teachers' competency such as behavior, skills and knowledge related to school performance.

Teaching competency has various dimensions;

- Content knowledge
- Instructional planning
- Student motivation
- Presentation and communication skills
- Evaluation
- Class room management skill

While the teacher would require all these dimensions to a reasonable extent.

The advancements in the field of education century have changed the mean of education. Today students require the qualities of both head, hand heart. Since education is an instrument to develop the cognitive qualities, tolerance and understanding of people. It prepares them generation to understand the real purpose of their lives. The qualities related to three domains however develop in the schools are directly related with teachers. Researches demonstrate that the affective domain competencies of teachers have impact on student's learning. So that the teachers have more responsibilities in molding the character of the students. They can help them to develop the core values of connectedness with the self and others, with the cosmos and with the history of humankind. This can be possible only if teachers have positive attitude towards teaching process and teaching efficacy.

So in the changing context of education and needs of students, teachers are experiencing expands duties and expectations in a variety of educational setting to meet the increasing demands of students and to maximize the effectiveness of teachers. They need to develop and update their skills and competencies consciously. An effective teacher should have good communication skills, counseling skills, problem solving skills, and employ ability, together with content specific competencies and objectives. The twenty first century is characterized by the emergence of multiculturalism due to industrialization, urbanization, globalization and disintegration in the family system. Since education is viewed as an instrument to develop the cognitive abilities, tolerance and understanding of people. It should check the younger generation to understand and face of the globalization. In this contact, the school and teacher have more responsibilities in moulding the behavior of the students. The vision for the 21st century should not "Education for All" by providing good education. But also to create a learning society and global society. This is the need of new century. This can be achieved only by broadening the perspectives of education that will be improve the quality of education and ultimately the quality of teacher and teaching. For providing best to the students, teachers must be equipped with abilities, skills, competencies etc. For this there is need to study relationship between teacher efficacy and teaching competency.

## OBJECTIVES

- To study the teacher efficacy of urban and rural secondary school teachers.
- To study the teaching competency of urban rural secondary school teachers.
- To study the teacher efficacy of male and female secondary school teachers.
- To study the teaching competency of male and female secondary school teachers.
- To study the relationship between teacher efficacy and teaching competency of secondary school teachers.

## HYPOTHESES

- There exists no significant difference between teacher efficacy of urban and rural secondary school teachers.
- There exists no significant difference between teaching competency of urban and rural secondary school teachers.
- There exists no significant difference between teacher efficacy of male and female secondary school teachers.
- There exists no significant difference between teaching competency of male and female secondary school teachers.
- There exists no significant relationship between teacher efficacy and teaching competency of secondary school teachers.

## RESEARCH DESIGN OF THE STUDY

The present study falls under the domain of descriptive research as it intended to study teacher efficacy of secondary school teachers in relation to their teaching competency.

## Sample

A sample of 200 urban and rural secondary school teachers from Gurdaspur district were randomly selected for collecting data.

## Tools

Following tools were used for the collecting data:

1. Teacher Efficacy Scale (TES) by Kumar (2012)
2. General Teaching Competency Scale (GTCS) by Passi and Lalitha (2011)

## STATISTICAL TECHNIQUES

The statistical techniques were employed to give concise picture of the whole data. These techniques are usually employed to test hypotheses. The investigator used the following statistical measures:

- Descriptive statistical like Mean and SD were used to analyze the data.
- t' test was applied to find out the significance of difference between different variables teacher efficacy and teaching competency.
- r' value was calculated to find the relationship of teacher efficacy and teacher competency.
- Bar graphs were plotted to have a pictorial view of data.

## ANALYSES AND INTERPRETATION OF DATA

In the present study, measurement of teacher efficacy and teaching competence was done. Scores of raw data was collected. On the basis of the data, analysis and interpretation has been done and obtained results are discussed under different headings as follow:

- Comparison of means
- Correlation analysis

### Comparison of Means

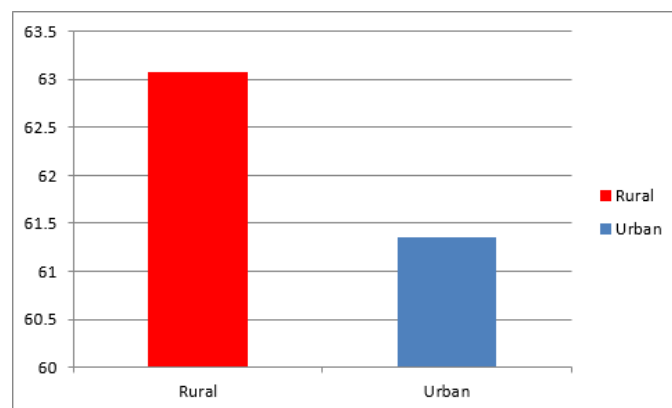
In order to test the difference in teacher efficacy and teaching competency of urban and rural secondary school teachers, t-test was employed and the results are discussed as follows:

From the table 4.1 and figure 4.1, it is clear that the mean value (63.08) of secondary school teachers in rural school is more than that of urban secondary school teachers (61.35). Hence Ho1 "There exists no significant difference between teacher efficacy of urban and rural secondary school teachers." is rejected. This study is supported by the finding of (Mishra1 & Gupta, 2014).

**Table 4.1: Descriptive Statics of Teacher Efficacy and Teaching competency with respect to Locale**

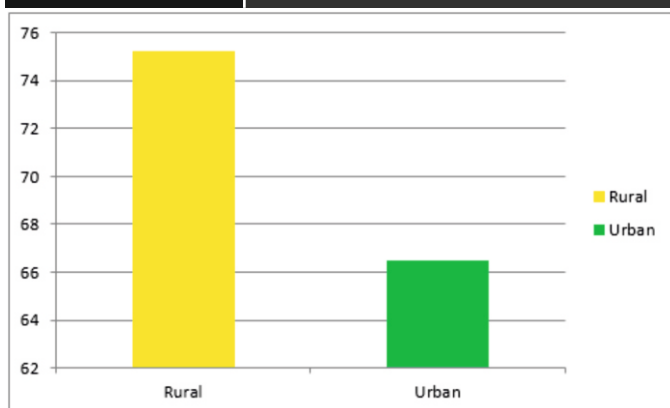
Variables	Locale	N	Mean	S.D.	t-value
Teacher efficacy	Urban	50	61.35	5.93	2.05*
	Rural	50	63.08	5.99	
Teaching competency	Urban	50	66.48	12.74	4.26*
	Rural	50	75.22	16.07	

\*Significant at 0.01 level of confidence



**Figure 4.1 Showing significant differences between Teacher Efficacy with respect to Locale**

Table 4.1 further reveals the mean score is (75.22) of teacher competency of secondary school teachers teaching in rural area is more than that of urban secondary school teachers (66.48). Hence Ho2 "There exists no significant difference between teacher competency of urban and rural secondary school teachers." is rejected.



**Figure 4.2 Showing significant differences between Teaching competency with respect to Locale**

From the table 4.1 and figure 4.2, it is also clear that the mean value (75.22) of secondary school teachers in rural is more than that of mean value (66.07) of urban secondary school teachers. This study is supported by the findings of (Choudhury & Chowdhury, 2015).

**Table 4.2: Descriptive Statics of Teacher Efficacy and Teaching competency with respect to gender**

Variables	Gender	N	Mean	S.D	t-value
Teacher efficacy	Male	50	62.87	5.87	1.54
	Female	50	61.56	6.11	
Teaching competency	Male	50	69.22	17.73	1.53
	Female	50	72.48	11.81	

From the table 4.2 the mean score of teacher efficacy of male teachers teaching in secondary schools is 62.87 and SD is 5.87. The mean score of female teachers teaching in secondary schools is 61.56 and SD is 6.11. t-value was calculated to study the difference between secondary school teachers working in urban and rural areas on the variable teacher efficacy and t-value came out to be 1.54 which is insignificant. It means that there is no significant difference in teacher efficacy of male and female secondary school teachers. Hence Ho3 "There exists no significant difference between teacher efficacy of male and female secondary school teachers." is accepted. This study is supported by the finding of (Rao, 2004).

From the table 4.2 the mean score of teaching competency of male teachers teaching in secondary schools is 69.22 and SD is 17.73. The mean score of female teachers teaching in secondary schools is 72.48 and SD is 11.81. t-value was calculated to study the difference between secondary school teachers working in urban and rural areas on the variable teacher efficacy and t-value came out to be 1.53 which is insignificant. It means that there is no significant difference in teacher competency of male and female secondary school teachers. Hence Ho4 "There exists no significant difference between teacher competency of male and female secondary school teachers." is accepted. This study is supported by the findings of (Kaur, 2014).

#### 4.2 Correlational Analysis

In order to verify the hypothesis 5 the correlation analysis was done and the results of the analysis are:

**Table 4.3: Relationship between teacher efficacy and Teaching Competency of Secondary School Teachers**

Variables	N	Df	r-value
Teacher efficacy	200	198	0.177*
Teacher competency			

\*Significant at 0.05 level of confidence

From table 4.3, the value of coefficient of correlation (r) came out to be 0.177 which is significant at 0.05 level of confidence, indicating that there is relationship between teacher efficacy and teaching competency of secondary school teachers. Thus the null Ho5 "There exists no significant relationship between teacher efficacy and teacher competency of secondary school teachers." is rejected. It means that there is significant difference between teacher efficacy and teacher competency.

#### CONCLUSIONS

1. There is significant difference between teacher efficacy of urban and rural secondary school teachers.
2. There is significant difference between teacher competency of urban and rural secondary school teachers.

3. There is no significant gender difference on measured variables.
4. There exists negative relationship between teacher efficacy and teacher competency of secondary school teachers.

#### EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

1. High competent teacher and high teaching effectiveness has significant positive impact on students' achievement, that is to say, students under high competent teachers and also under teachers with high teaching effectiveness achieve significantly better than those under low competent teachers and also under teacher with low teaching effectiveness.
2. The findings indicate that students do differ significantly in achievement of different subjects due to teaching by high or low competent teachers and that high teaching efficacy has significant positive impact on students' achievement in different subjects. Therefore, skills to develop teaching have to be nurtured by training.
3. There is significant correlation found between teacher competency and teaching effectiveness which signifies that teacher competency factors are related to teaching effectiveness. So, skills of teacher competency have to be developed for better teaching effectiveness through training.
4. The presented study may be undertaken on large samples to get more reliable results.
5. The conclusions derived from the present investigation were based on the study of 200 secondary school teachers of Gurdaspur district. The study can be conducted on large samples from other areas also.
6. The interaction among the teachers and the favorable environmental conditions of the institution absolutely leads to good teaching competency and teacher efficacy among teachers.
7. The study helps in measuring and improving the teacher efficacy and teaching competency of secondary school teachers.